

**Tennessee School  
Counseling  
And  
Career Guidance Standards  
  
K-12 Standards**

**Approved by the Tennessee State Board of  
Education  
February 1, 2002**

**Introduction**  
**Tennessee School Counseling and Career Guidance Standards**  
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The Tennessee School Counseling and Career Guidance Standards are statements of what students should know and be able to do as a result of participating in a school counseling program. Since the purpose of such a program is to ensure that all students can achieve school success through academic, career and personal/social development experiences, these standards represent what a school counseling and career guidance program should contain and establish similar goals, expectations, support systems and experiences for every student.

The standards address the needs outlined in the educational reform agenda articulated in the State Board of Education's MASTER PLAN FOR TENNESSEE SCHOOLS by advocating school counseling programs that promote school success through a focus on academic achievement, prevention and intervention, and social/emotional and career development. The organizational design of the standards reflects the nine standards in the National Standards for School Counseling Programs developed by the American School Counselor Association, which, in turn, are based on the three widely accepted and interrelated areas of student development: academic, career, and personal and social development.

The standards and expectations  
for academic development guide the school-counseling program to implement strategies and activities to support and maximize learning;  
for career development serve as a guide to provide the foundation for acquiring the attitudes, knowledge and skills that enable students to make a successful transition from school to the world of work and from job to job across the career life span;  
for personal/social development provide the foundation for personal and social growth, which contributes to academic and career success.

The standards were developed by a team of thirty-three Tennessee school counselors, teachers, administrators, parents, community members and state department personnel.

**Tennessee School Counseling and Career Guidance Standards  
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## HOW TO USE THE SCHOOL COUNSELING STANDARDS

**The following is a description of the organizational format used in the Tennessee School Counseling and Career Guidance Standards - Kindergarten through Twelve. The standards are based on the *National Standards for School Counseling Programs of the American School Counselor Association*.**

**The K-12 Curriculum Standards incorporate the following terminology.**

**Standard Domains** - School Counseling Programs facilitate learning in three interrelated areas of student development

- Academic Development
- Career Development
- Personal and Social Development

**Grade Clusters**- specific content for each domain is addressed in each grade cluster.

- K-2
- 3-5
- 6-8
- 9-12

**Standard** - specific content within a domain area

- Academic Development - Standards 1-3
- Career Development - Standards - 4-6
- Personal and Social Development - Standards 7-9

**Learning Expectations** - articulate the specific knowledge, attitudes and skills that students are expected to know and be able to do.

**Performance Indicators** - evidence that the knowledge and skills for the Standards have been met. A particular Performance Indicator may measure more than one Learning Expectation within a Standard.

**Level 1** - Basic knowledge and skills need for understanding of Level 2.

**Level 2** - proficient knowledge and skills that all students should know and be able to do by the end of the grade cluster.

**Level 3**- advanced knowledge and skills that prepare students for success in the next grade cluster.

**Sample Performance Tasks** are specific grade strand activities supporting each standard.

**Integration:** This section contains cross-referenced standards from all disciplines. (K-8: English/ Language Arts, Math, Social Studies, Science, Health, Physical Education) (9-12: English II, Algebra I, Biology I, U .S. History, Wellness).

## **Grade Levels K-2**

### **Academic Development**

#### **Standard 1: Skills for Academic Self-Confidence, Learning and Success**

Student will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

#### **K-2 Learning Expectations**

##### **The student will**

- 1.1 demonstrate academic self-confidence.
- 1.2 demonstrate pride in work and achievement.
- 1.3 identify the study skills necessary for academic success.
- 1.4 demonstrate taking responsibility for schoolwork.
- 1.5 demonstrate working both independently and cooperatively.

#### **K-2 Performance Indicators**

##### **At Level 1, the student will be able to**

- describe what is needed to be ready for class.
- demonstrate good listening skills.

##### **At Level 2, the student will be able to**

- share knowledge with peers.
- demonstrate working cooperatively in a group.
- select examples of “best” schoolwork.
- work independently on tasks to completion.
- complete assignments on time.

##### **At Level 3, the student will be able to:**

- examine how effort affects learning.
- acknowledge mistakes as essential to the learning process.

#### **Sample Task**

Read the book Responsible Rascal to students. Discuss the meaning of the word “responsibility.” Ask the students to name responsibilities they have at school that help them to learn (e. g. listening to the teacher, following directions, completing work, asking for help when needed).

#### **Integration:**

English/Language Arts: 1.02, 1.10, 1.11, 1.14, 2.02

Social Studies: 4.03, 4.04, 6.01

Health: ESMH-SD.1, FLS SD 1, 2

Physical Education: 3.2, 3.3

## **Grade Level K-2**

### **Academic Development**

#### **Standard 2: Improve Learning and Achieve Challenging Goals**

Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

#### **K-2 Learning Expectations**

**The student will**

- 2.1 practice critical thinking skills in learning situations.
- 2.2 apply self-directed and independent learning techniques.
- 2.3 identify academic goals.
- 2.4 develop positive attitudes toward learning.

#### **K-2 Performance Indicators**

**At Level 1, the student will be able to**

- work independently on a learning task.
- identify personal strengths.

**At Level 2, the student will be able to**

- justify answers using critical thinking skills.
- identify school expectations.
- identify positive attitudes toward learning.
- demonstrate the ability to follow instructions and complete assignments.

**At Level 3, the student will be able to**

- demonstrate self-directed and independent learning techniques.
- identify educational short and long term goals.

#### **Sample Task: When the Going Gets Tough....**

Students draw a picture or write a paragraph on how the slogan “When the Going Gets Tough-the Tough Get Going” applies to learning in school. Students will write the name of the subject they find most difficult and three reasons why it is difficult. Place students into groups according to the subject they chose. They will brainstorm five methods for improvement. Each group will report and display a list of their suggestions. In large group, discuss goal setting and the importance of setting goals for difficult subjects. (Lessons for Life, VanZandt & Buchan, Vol. 1, 1997, The Center for Applied Research)

#### **Integration**

English/ Language Arts: 1.12, 1.14

Math: K.1.3

Health: ESMH-SD 3

## **Grade Level K-2**

### **Academic Development**

#### **Standard 3: Relate School to Life Experiences**

Students will understand the relationship of academics to the world of work, and to life at home and in the community.

#### **K-2 Learning Expectations**

##### **The student will**

- 3.1 identify schoolwork, extracurricular activities and family activities.
- 3.2 recognize the connection between schoolwork and the world of work.

#### **K-2 Performance Indicators**

##### **At Level 1, the student will be able to**

- identify helpers in the school and community.

##### **At Level 2, the student will be able to**

- articulate school work-habits that transfer to the world of work.

##### **At Level 3, the student will be able to:**

- compare and contrast the roles of school and community helpers.

#### **Sample Task: Busy Bees**

Students will brainstorm as many school jobs as possible (cleaning boards, delivering messages, leading the line, helper, completing assignments). In small groups students will list and identify skills needed for each job (e.g. messenger- knowing locations, being responsible). Identify adult jobs that require the same skills. Ask: "How does what we are learning now help to prepare us for the future jobs/ careers?" (Lessons for Life, VanZandt & Buchan, Vol. 1, 1997, The Center for Applied Research)

#### **Integration**

English/ Language Arts: 1.01

Social Studies: 3.02

Math: K.1.2, K.1.3

Health: ESMH-SD.3; ECH-SD.1

PE: 4.5, 5.1

## **Grade Level 3-5**

### **Academic Development**

#### **Standard 1: Skills for Academic self-confidence, Learning and Success**

Student will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

#### **3-5 Learning Expectations**

**The student will**

- 1.1 demonstrate academic self-confidence.
- 1.2 demonstrate pride in work and achievement.
- 1.3 demonstrate the study skills necessary for academic success.
- 1.4 practice taking responsibility for schoolwork.
- 1.5 demonstrate the ability to work independently and cooperatively.
- 1.6 recognize the importance of regular school attendance.

#### **3-5 Performance Indicators**

**At Level 1, the student will be able to**

- demonstrate the ability to follow directions.
- select examples of “best” schoolwork.

**At Level 2, the student will be able to**

- use good study habits to achieve academic success.
- work cooperatively in a group or team.
- tell why it is important to attend school regularly and on time.
- record assignments in daily planner.

**At Level 3, the student will be able to**

- facilitate a study group.
- articulate personal qualities that promote school success.

#### **Sample Task:Study Skills:**

Students will work in cooperative groups to brainstorm a list of effective study and learning skills that they may have already begun to develop and could possibly improve. In a large group identify and chart the problems they have in applying the skills and what actions they could take to improve the skill. Ask: “ How can these suggestions help improve your study habits?”

(Lessons for Life, VanZandt & Buchan, Vol. 1, 1997, The Center for Applied Research)

#### **Integration**

English/Language Arts: 1.09, 1.01, 1.12, 1.13

Social Studies: 6.01

Health: ECH-SD.1; ESMH-SD.1, 2

Physical Education: 3.3, 3.4, 3.9, 3.1, 5.2



## **Grade Level 3-5**

### **Academic Development**

#### **Standard 2: Improve Learning and Achieve Challenging Goals**

Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

#### **3-5 Learning Expectations**

##### **The student will**

- 2.1 apply critical thinking skills in learning situations.
- 2.2 apply self-directed and independent learning techniques.
- 2.3 formulate academic goals.
- 2.4 explore aptitudes and interests to learning.

#### **3-5 Performance Indicators**

##### **At Level 1, the student will be able to**

- identify a short term goal for learning.

##### **At Level 2, the student will be able to**

- identify behaviors for self-directed and independent learning.
- develop learning goals based upon personal interest and aptitude.
- use critical thinking skills in academic subjects.

##### **At Level 3, the student will be able to**

- research and present a topic of personal interest.

#### **Sample Task: Goal Setting**

Students will identify a short-term goal and list three steps needed to achieve that goal. Discuss goals and steps needed to achieve the goal. Review the goal in one week to assess progress.

#### **Integration:**

English/Language Arts: 1.11, 2.07, 2.08, 2.09

Math: 3.1.3

Health: ESMH-SD. 4

Physical Education: 4.5

## **Grade Level 3-5**

### **Academic Development**

#### **Standard 3: Relate School to Life Experiences**

Students will understand the relationship of academics to the world of work, and to life at home and in the community.

#### **3-5 Learning Expectations**

**The student will**

- 3.1 examine ways academic skills are used in the home, community, and career development.
- 3.2 explain how school success enhances future career opportunities.

#### **3-5 Performance Indicators**

**At Level 1, the student will be able to**

- explain how school work habits compare to work habits of community helpers.

**At Level 2, the student will be able to**

- predict how school success will affect future career opportunities.
- recognize the need to balance schoolwork, extracurricular activities, and family life.

**At Level 3, the student will be able to**

- predict future career opportunities based upon personal aptitudes and interests.

#### **Sample Task: Time Management**

Students will list their daily activities in one-hour blocks of time and sort them into categories of school activities, extracurricular and leisure activities and family activities.

#### **Integration**

English/ Language Arts: 2.07, 2.08, 2.09

Math: 3.2.1, 3.5.1

Health: ESMH-SD.2, 3; FLS-SD. 3

Physical Education: 4.3

## **Grade Levels 6-8**

### **Academic Development**

#### **Standard 1: Skills for Academic Self-confidence, Learning and Success**

Student will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

#### **6-8 Learning Expectations**

##### **The student will**

- 1.1 demonstrate academic self-confidence.
- 1.2 demonstrate pride in work and achievement.
- 1.3 apply study skills for academic success.
- 1.4 accept responsibility as part of the learning process.
- 1.5 demonstrate working both independently and cooperatively.
- 1.6 practice regular school attendance.
- 1.7 identify attitudes and behaviors that lead to successful learning.
- 1.8 explore a broad range of interests and abilities.

#### **6-8 Performance Indicators**

##### **At Level 1, the student will be able to**

- complete a task independently and on time.
- demonstrate importance of responsibility for academic work.

##### **At Level 2, the student will be able to**

- identify learning styles.
- use effective organizational, study, and test-taking skills.
- accomplish a predetermined task as a team member.
- identify and seek support for academic needs.
- identify interests and abilities through self-assessment activities.
- compare middle school with high school.
- attend school regularly.

##### **At Level 3, the student will be able to**

- use assessment results in academic and career planning.
- assess personal attributes that contribute to learning.

#### **Sample Task: Study Skills**

Students design posters to be displayed around the school that illustrate effective study habits.

#### **Integration**

English/Language Arts: 1.01, 1.11, 1.13, 2.07, 2.08, 2.09

Social Studies: 6.01

Health: ESMH-SD.1, 4; FLS-SD.1, 3

Physical Education: 3.3, 3.4

## **Grade Level 6-8**

### **Academic Development**

#### **Standard 2: Improve Learning and Achieve Challenging Goals**

Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

#### **6-8 Learning Expectations**

##### **The student will**

- 2.1 apply critical thinking skills in academic decision making.
- 2.2 apply self-directed and independent learning techniques.
- 2.3 develop an annual plan of study based on academic goals.
- 2.4 apply interest, achievement, aptitude, and abilities to academic options.
- 2.5 analyze academic information from a variety of sources.
- 2.6 analyze the relationship between classroom performance and success in school.

#### **6-8 Performance Indicators**

##### **At Level 1, the student will be able to**

- explain the relationship between academic performance and future educational choices.
- describe short-and long-term academic goals.

##### **At Level 2, the student will be able to:**

- develop and implement a plan for improving academic skills.
- solve academic problems using critical thinking.
- set and achieve a short-term academic goal.
- develop a six-year academic plan for high school reflecting graduation requirements and goals.

##### **At Level 3, the student will be able to**

- explore post-secondary options that reflect abilities, interest, and career goals.

#### **Sample Task: Goal Setting**

Students will look at examples of long-term goals, short-term goals, general and specific goals.

Discuss examples. Students will practice setting a goal in each category: short-term specific goal, long-term specific goal, short-term general goal, and long-term general goal.

#### **Integration**

English/Language Arts: 2.07, 2.08, 2.09

Math: 6.1.3, 6.5.3, 7.1.3, 8.1.3

Health: ESMH-SD.1.2, 4, FLS-SD. 3

Physical Education: 2.2; 4.2, 4.3

## **Grade Level 6-8 Academic Development**

### **Standard 3: Relate School to Life Experiences**

Students will understand the relationship of academics to the world of work, and to life at home and in the community.

#### **6-8 Learning Expectations**

**The student will**

- 3.1 demonstrate the ability to balance school, extracurricular activities, leisure time.
- 3.2 explore how school success and academic achievements enhances future career and extra curricular opportunities in the community.
- 3.3 recognize that learning is a life-long process.
- 3.4 seek extra-curricular and community experiences to enhance the school experience.

#### **6-8 Performance Indicators**

**At Level 1, the student will be able to**

- develop a time management plan for home, school and community activities.

**At Level 2, the student will be able to**

- assess the relationship between careers and school subjects.
- select school and community activities that match personal interests and future goals.
- utilize a time management plan that demonstrates balance in school, extracurricular activities.
- examine how learning continues in the world of work.

**At Level 3, the student will be able to**

- initiate and organize community and school service projects.

#### **Sample Task: Time Management**

Students will list and chart their daily activities and assess possible adjustments in their activities in order to improve school performance.

#### **Integration**

Math: 7.1.2, 7.5.1, 8.1.3, 8.5.3

Physical Education: 5.1, 5.11, 5.1,

## **Grades 9-12**

### **Academic Development**

#### **Standard 1: Skills for Academic Self-Confidence, Learning and Success**

Student will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

#### **9-12 Learning Expectations**

##### **The student will**

- 1.1 demonstrate academic self-confidence.
- 1.2 value pride in work and achievement.
- 1.3 demonstrate effective study habits (e.g. time and task management, learning styles).
- 1.4 choose to take responsibility for schoolwork.
- 1.5 demonstrate the ability to work independently and cooperatively.
- 1.6 demonstrate regular school attendance and punctuality.
- 1.7 choose attitudes and behaviors that lead to successful learning.
- 1.8 develop a broad range of interests and abilities.
- 1.9 demonstrate dependability, productivity, and initiative.

#### **9-12 Performance Indicators**

##### **At Level 1, the student will be able to**

- review a variety of organizational, time-management, and study skills for school success.
- list resources to improve study skills.

##### **At Level 2, the student will be able to**

- assess the relationship between aptitudes and interests in the development of a six-year academic plan.
- develop a personal plan to improve study habits and identify steps to accomplish the plan.
- work independently as well as cooperatively with others.
- select courses designed to meet long-term career and educational goals.
- attend school regularly and on time.

##### **At Level 3, the student will be able to**

- formulate long-term educational and career goals.
- correlate course of study to long-term goals.

#### **Sample Task: School Success**

Junior or senior students will write a speech or develop a presentation using technology to inform freshman about attitudes and behaviors that will lead to success in high school course work.

#### **Integration:**

English II: 2.06, 2.07, 4.03, 4.04

Wellness: 2.3

U.S. History: 4.0, 6.0

## **Grade Level 9-12**

### **Academic Development**

#### **Standard 2: Improve Learning and Achieve Challenging Goals**

Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

#### **9 - 12 Learning Expectations**

##### **The student will**

- 2.1 demonstrate critical thinking skills in academic decision making.
- 2.2 practice self-directed and independent learning.
- 2.3 develop and assess six-year plan based upon academic goals.
- 2.4 identify post secondary options consistent with interests, achievement, aptitude, and abilities.
- 2.5 synthesize academic information from a variety of sources.
- 2.6 analyze the relationship between classroom performance and success in school.

#### **9 - 12 Performance Indicators**

##### **At Level 1, the student will be able to:**

- identify the requirements necessary for each grade level classification and for graduation.
- use critical thinking skills in academic decision making.

##### **At Level 2, the student will be able to**

- apply long term goal setting techniques in the academic setting.
- develop self-directed and independent processes.
- develop a plan of study to progress toward educational goals.

##### **At Level 3, the student will be able to**

- identify the appropriate educational skills and requirements necessary in making post-secondary decisions.

#### **Sample Task: Researching the Future**

Students will research their own future by investigating successes in an academic setting.

Using a portfolio entry with categories on learning style, achievement, assets, special needs, work habits, thinking skills and schoolwork, students will fill in the sections based upon self-knowledge. In pairs or small groups, students will discuss and draw conclusions about their own entries. (Lessons for Life, Vol. 2, 1997, The Center for Applied Research in Education)

#### **Integration**

English II: 2.07, 2.08, 2.12, 3.01, 3.05, 4.04

Algebra I: 2.1, 2.8, 3.11, 4.2

Wellness: 4.3

## **Grade Level 9-12**

### **Academic Development**

#### **Standard 3: Relate School to Life Experiences**

Students will understand the relationship of academics to the world of work, and to life at home and in the community.

#### **9-12 Learning Expectations**

##### **The student will**

- 3.1 demonstrate the ability to balance school, extracurricular activities, leisure time and family time.
- 3.2 analyze how school success and academic achievement enhance future, career and hobbies.
- 3.3 value lifelong learning as essential to seeking, obtaining and maintaining life goals.
- 3.4 select co-curricular and community activities to enhance the school experience.

#### **9-12 Performance Indicators**

##### **At Level 1, the student will be able to**

- state the relationship between learning and work.
- create a time management plan balancing school and other activities.

##### **At Level 2, the student will be able to**

- pursue experiences within the school and the community that enhance the learning experience.
- correlate school success and positive transition to community/career.

##### **At Level 3, the student will**

- assess how school success and the transition from student to community members are related.
- value learning as a life-long process.

#### **Sample Task: Volunteerism**

Students will consider the question: “What can I offer as a volunteer?” Students will assess skills, talents, and interests that they could bring to a volunteer situation. Students will complete a volunteer application form to identify their positive attributes (e.g. prior volunteer experience, hobbies, interests, skills, types of jobs enjoyed).

#### **Integration:**

Wellness: 2.3, 4.3, 4.9, 4.11



## **Grade Levels K-2 Career Development**

### **Standard 4: Career Awareness and Employment Readiness Skills**

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

#### **K-2 Learning Expectations**

**The student will**

- 4.1 describe personal abilities, work habits, and interests.
- 4.2 define work and recognize that people work.
- 4.3 practice making decisions.
- 4.4 discuss the importance of responsibility, dependability, punctuality, positive attitude, integrity and school performance.
- 4.5 develop skills to interact and work cooperatively with different people.
- 4.6 describe the difference between work time and play time.

#### **K-2 Performance Indicators**

**At Level 1, the student will be able to**

- name personal likes and dislikes.
- explain the importance of sharing and working cooperatively in school.
- differentiate between work time and play time.

**At Level 2, the student will be able to**

- identify individual interests and abilities.
- explain the importance of good work habits (e.g., responsibility, dependability, punctuality, and honesty).
- identify the steps in the decision-making process.
- explore diversity in school and community.

**At Level 3, the student will be able to**

- discuss and describe various jobs within the school community.
- demonstrate the ability to work cooperatively with others.

#### **Sample Task: Work and Play**

Discuss the difference between work time and play time. Students will explore a collection of pictures that depict both work and leisure activities. Students will create a collage that will demonstrate an understanding of the difference between work and play. Collages will be displayed in the classroom for Parents' Night.

#### **Integration:**

English/ Language Arts: 1.01, 2.07, 2.08, 2.09

Social Studies: 1.01, 1.02, 1.03, 2.03, 4.01, 4.02, 4.03, 4.04, 6.01, 6.02

Math: 1.3

Health: ESMH-SD.1; FLS-SD. 1

Physical Education: 3.3, 3.4

## **Grade Level K-2**

### **Career Development**

#### **Standard 5: Career Information and Career Goals**

Students will employ strategies to achieve future career success and satisfaction.

#### **K-2 Learning Expectations**

**The student will**

- 5.1 identify jobs within the classroom.
- 5.2 identify jobs of workers in the community.
- 5.3 recognize the job tasks of school personnel and community workers.
- 5.4 use technology and other resources to explore the world of work.
- 5.5 recognize the importance of planning for work and career.
- 5.6 practice and demonstrate the steps in setting career goals.

#### **K-2 Performance Indicators**

**At Level 1, the student will be able to**

- identify personal likes and dislikes.
- recognize that work has different meanings and all jobs are important.

**At Level 2, the student will be able to**

- explore personal skills, interests, and abilities.
- use information acquired from technology and other resources to describe jobs within the school and the community.

**At Level 3, the student will be able to**

- recognize why jobs in the community are needed.

#### **Sample Task: “When I grow up...”**

Students will brainstorm and list a variety of “jobs” they see in the community and the work of family members or family friends. The class will explore the meaning of “job” and its relationship to “career.” Students will then discuss jobs in the community and the activities involved with each job. As a group the students will decide if they would like parents (or others) to visit the class and talk about their jobs. The class will compose a letter to a family member or family friend inviting them to visit the class to talk about their jobs.

#### **Integration:**

English/ Language Arts: 1.01

Social Studies: 2.01, 2.02

Math: 5.1

Health: ECH-SD.1

## **Grade Level K-2 Career Development**

### **Standard 6: Knowledge and Skills to Achieve Career Goals**

Students will understand the relationship between personal qualities, education and training, and the world of work.

#### **K-2 Learning Expectations**

##### **The student will**

- 6.1 describe how interests, abilities and achievement relate to personal behavior and school performance.
- 6.2 practice listening and working together in teams.
- 6.3 demonstrate conflict management skills with peers and adults.
- 6.4 discuss how school habits relate to job habits.
- 6.5 identify how school performance relates to the world of work.
- 6.6 use technology and other sources to identify personal likes and dislikes.

#### **K-2 Performance Indicators**

##### **At Level 1, the student will be able to**

- use appropriate self-management skills in the classroom.
- recognize the importance of school attendance.

##### **At Level 2, the student will be able to**

- identify appropriate school/work habits.
- demonstrate the ability to work together.
- explore conflict management skills.
- use technology and community resources to discover the world of work.

##### **At Level 3, the student will be able to**

- explore the relationship of achievement in school to the world of work.
- use conflict management skills.

#### **Sample Task: Stoplight Exercise**

Practice the “Stoplight Exercise” for problem solving and conflict management. Explain that “red” means “stop and calm down,” “yellow” for “think about the problem, and its solutions,” and “green” for “go with a plan of action.” Each student will make a stop sign as a reminder of the problem solving steps.

#### **Integration:**

English/Language Arts: 1.01

Social Studies: 2.01, 2.02

Math: 5.1

Health: ECH-SD.1,

## **Grade Levels 3-5 Career Development**

### **Standard 4: Career Awareness and Employment Readiness Skills**

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

#### **3-5 Learning Expectations**

**The student will:**

- 4.1 describe personal abilities, work habits, interests and skills, and relate them to individual career interests.
- 4.2 identify a variety of career options in the community.
- 4.3 formulate skills to locate, evaluate, and interpret career information.
- 4.4 demonstrate decision-making skills.
- 4.5 describe the importance of responsibility, dependability, punctuality, positive attitude, and integrity in work.
- 4.6 demonstrate ability to work in teams.
- 4.7 demonstrate the difference between work time and leisure time.
- 4.8 recognize the importance of diversity in school and community.

#### **3-5 Performance Indicators**

**At Level 1, the student will be able to**

- identify individual interests and abilities
- list various jobs in school and community.
- recognize the importance of diversity in school and community.

**At Level 2, the student will be able to**

- explain why it is important to show appropriate work skills (e.g. responsibility, dependability, punctuality, honesty, integrity).
- identify the skills needed to work together as a team.
- differentiate between work time and leisure time.
- identify and share interests and hobbies.
- apply the decision making process to real-life decisions.

**At Level 3, the student will be able to**

- use technological and other resources to find career information.
- relate career information to interests and abilities.
- identify difficult decisions and explore possible consequences of those decision.
- demonstrate responsibility, dependability, punctuality, positive attitude and integrity in work.

#### **Sample Task: Careers in School**

Students will define the word job and give examples of a job. The students will identify and label jobs of people in the school setting. Next, the students will discuss and list responsibilities that are associated with each job. The teacher or counselor will teach and model interview skill and students will practice interviewing. Each student will be given an opportunity to interview one of the school personnel. Students will conduct the interview, use technology to compose a report of the interview results, and share the report with the class.

## **Grade Levels 3-5**

### **Career Development**

#### **Standard 4: Career Awareness and Employment Readiness Skills (Continued)**

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

#### **Integration**

English/Language Arts: 1.01, 1.02

Social Studies: 1.01, 6.01, 6.02

Health: ESMH-SD.1

Physical Education: 3.6

## **Grade Level 3-5 Career Development**

### **Standard 5: Career Information and Career Goals**

Students will employ strategies to achieve future career success and satisfaction.

#### **3-5 Learning Expectations**

##### **The student will**

- 5.1 describe ways in which family members and adult friends can provide career information.
- 5.2 explore career clusters.
- 5.3 articulate the relationship between school success and career goals.
- 5.4 recognize that careers require a variety of skills, education and interests.
- 5.5 explore the education and training needed for a variety of careers.

#### **3-5 Performance Indicators**

##### **At Level 1, the student will be able to**

- recognize that individuals differ in personal skills, interests, and abilities.
- describe jobs within the school and the community.
- discuss steps in goal setting.

##### **At Level 2, the student will be able to**

- categorize jobs into career clusters.
- use technology and other resources to gather career information.
- evaluate knowledge of self to develop career goals and a career portfolio.

##### **At Level 3, the student will be able to**

- relate personal interests to jobs within the community.
- explore the education and training required for future career options.

#### **Sample Task: Career Clusters**

Students will discuss how jobs are categorized into the Tennessee's seven career clusters. The class will brainstorm and compile a list of careers. Students will choose three careers based upon personal interest. The class will divide into groups based upon similar career choices. The group will then predict answers to the following questions:

1. What are the education requirements for entering this career?
2. What is the salary range?
3. What is acceptable attire for this career?
4. Describe the job setting.

Students will use technology and other resources to verify or refute their predictions. Students will share their research results with the class.

#### **Integration:**

English/ Language Arts: 1.01  
Social Studies: 2.01, 2.02, 2.03  
Health: FLS-SD.1

## **Grade Level 3-5**

### **Career Development**

#### **Standard 6: Knowledge and Skills to Achieve Career Goals**

Students will understand the relationship between personal qualities, education and training, and the world of work.

#### **3-5 Learning Expectations**

##### **The student will**

- 6.1 relate interests, abilities and achievement to possible career opportunities.
- 6.2 demonstrate cooperation as a team member.
- 6.3 practice conflict management skills.
- 6.4 relate school/work habits to future job performance
- 6.5 identify how school performance and achievement relates to the world of work.
- 6.6 use technology and other sources to relate personal interests and qualities to a variety of careers.

#### **3-5 Performance Indicators**

##### **At Level 1, the student will be able to**

- demonstrate behaviors for getting along with others.
- demonstrate skills needed for school performance.

##### **At Level 2, the student will be able to**

- predict possible career choices based on interests and abilities.
- demonstrate listening and team-building skills.
- demonstrate the ability to solve conflicts in an appropriate manner.
- use technology and community resources to explore the world of work.

##### **At Level 3, the student will be able to**

- research possible career options based on personal interests and abilities.

#### **Sample Task: Career Choices**

The class will be divided into groups of four or five. Within each group, students will complete a graphic organizer that visually displays individual interests and possible career choices. Each student will discuss how completing homework and classwork forms positive work habits. Students will discuss how these habits relate to the world of work. After each group has completed this assignment, the class will use technology to research possible career opportunities.

#### **Integration:**

English/Language Arts: 1.01, 2.07, 2.08, 2.09

Social Studies: 1.01, 1.02, 1.03, 1.04, 2.02, 2.03, 4.01, 6.01, 6.02

Math: 5.3

Health: ESMH-SD.1, 2, 4; SUA-SD.2; FLS-SD.3

Physical Education: 4.1, 4.3, 3.2, 3.5, 3.7, 3.9, 3.10, 5.1, 5.2, 5.5;

## **Grade Level 6-8**

### ***Career Development***

#### **Standard 4: Career Awareness and Employment Readiness Skills**

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

#### **6-8 Learning Expectations**

**The student will**

- 4.1 demonstrate awareness of personal abilities, work habits, skills, and interests.
- 4.2 locate, evaluate, and utilize skills to interpret career information based on interests.
- 4.3 practice planning, decision-making and goal setting.
- 4.4 explore and relate personal interests and hobbies to career options.
- 4.5 demonstrate responsibility, dependability, punctuality, integrity, and positive attitude expected in the workplace.
- 4.6 identify and practice employment skills (e.g. teamwork and problem solving).
- 4.7 use time management skills for work and leisure.
- 4.8 demonstrate respect for diversity.

#### **6-8 Performance Indicators**

**At Level 1, the student will be able to**

- identify skills needed to work as a team.
- explore interests and hobbies.
- contrast possible decisions and consequences of those decisions.

**At Level 2, the student will be able to**

- compare the relationship between practicing good work habits and future career performance.
- use technology to explore variety of career clusters.
- develop a six-year academic plan.
- use the results of career assessments to plan career goals.
- use knowledge of career and personal interests to develop a six-year academic plan.
- explore respect for diversity in the workplace.

**At Level 3, the student will be able to**

- apply organizational and time management skills for task completion.
- apply technology skills for career and educational planning.

#### **Sample Task: Integrated Language Arts/ Career Project**

Students will identify a career of their choice. The student will research this career to determine requirements utilizing all technological tools available. Additional resources should be explored as well. The student will complete the following steps.

1. Select a career.
2. Research the career, using a variety of resources.
3. Written report with all references to be cited.
4. 3-5 minute oral presentation to class.
5. Evaluation: Students will receive an activity grade after the final presentation. Grades will be based upon the grammar, content, research, references and creativity of the written report. Presentation grades will be based upon a rubric constructed in collaboration with students, teacher and counselor.



## **Grade Level 6-8**

### ***Career Development***

#### **Standard 4: Career Awareness and Employment Readiness Skills (Continued)**

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

#### **Integration:**

English/Language Arts: 1.01

Social Studies: 1.01, 1.02, 1.03, 1.04, 1.05, 1.06, 6.01

Science: LS 4.4; E&S 2.4

Math: 5.1

Health: ESMH-SD.1 2, 3; PHRF-SD.1; FLS-SD.1.3

Physical Education: 3.1, 3.4, 3.9, 3.10, 4.1, 4.2, 4.12, 5.1, 5.4, 5.5, 5.6, 5.8, 5.11

## **Grade Level 6-8 Career Development**

### **Standard 5: Career Information and Career Goals**

Students will employ strategies to achieve future career success and satisfaction.

#### **6-8 Learning Expectations**

**The student will**

- 5.1 explore various occupations and classify into career clusters.
- 5.2 use technology and other resources to research and obtain career information.
- 5.3 identify how societal changes influence employment trends and future training.
- 5.4 apply decision-making skills to career planning, course selection and educational transition.
- 5.5 maintain and update a career portfolio.
- 5.6 analyze the education and training required to achieve career goals.
- 5.7 assess and modify educational plans to support career goals.
- 5.8 select coursework related to career interests.
- 5.9 demonstrate job readiness skills for achieving career goals.

#### **6-8 Performance Indicators**

**At Level 1, the student will be able to**

- use technology and other resources to gather career information.
- recognize the relationship between academic performance and future career success.

**At Level 2, the student will be able to**

- determine how personal interests relate to career choices.
- apply technological and research skills to gather career information.
- evaluate and modify career portfolios based on employment trends and personal preferences.
- identify job readiness skills and relate them to school and job performance.

**At Level 3, the student will be able to**

- use personal and career knowledge to determine educational planning.
- use technology and other resources to gather information to predict jobs and post-secondary/college options.

#### **Sample Task: Career Portfolio**

The students will be given an opportunity to examine sample career portfolios. Students will use technology and other resources to research a career of their own choice. Based upon the student's research, the student will establish a career portfolio. Reports related to the following will be included:

1. High school coursework required for college major
2. Post-secondary credentials required for entry into the career
3. Articles related to current workplace and future trends in the career of choice.

The student will compose a checklist of future entries that will promote future career success and satisfaction.

#### **Integration:**

English/Language Arts: 1.01, 2.09, 2.10, 2.13, 3.13

Social Studies: 2.01, 2.02, 6.01, 6.02

Science: LS 4.4; ES 1.5, 2.4

Math 2.4, 5.1, 5.2

Health: PHRF-SD.2

Physical Education: 4.2

## **Grade Level 6-8**

### **Career Development**

#### **Standard 6: Knowledge and Skills to Achieve Career Goals**

Students will understand the relationship between personal qualities, education and training, and the world of work.

#### **6-8 Learning Expectations**

##### **The student will**

- 6.1 demonstrate how interests, abilities and achievement relate to personal, social, educational, and career goals.
- 6.2 apply listening and teamwork skills in the academic setting and career exploration.
- 6.3 apply mediation skills to resolve interpersonal conflicts.
- 6.4 employ academic and job readiness skills in career related activities.
- 6.5 analyze the relationship between educational and career achievement.
- 6.6 use technology and other sources to examine how career choices can help achieve personal goals.
- 6.7 explore the seven career clusters as related to the world of work.
- 6.8 examine the changing workplace and the necessity for lifelong learning and acquisition of new skills.
- 6.9 assess how course selections impact career options.
- 6.10 identify tech prep programs that relate to academic and career choices for all student populations.

#### **6-8 Performance Indicators**

##### **At Level 1, the student will be able to**

- demonstrate listening and team-building skills.
- use technology and other resources to predict possible career choices based on interests and abilities.
- demonstrate the ability to resolve conflicts in an appropriate manner.
- make appropriate course selections based upon individual student needs through exploration of the seven career clusters.

##### **At Level 2, the student will be able to**

- relate personal interests, abilities, and achievement to personal, social, educational, and career goals.
- complete career-related projects by applying listening and team-building skills.
- analyze the effect of the changing workplace on future learning.
- apply conflict management skills in interpersonal relationships.

##### **At Level 3, the student will be able to**

- utilize conflict management skills as a peer mediator

## **Grade Level 6-8**

### **Career Development**

#### **Standard 6: Knowledge and Skills to Achieve Career Goals(continued)**

**Students will understand the relationship between personal qualities, education and training, and the world of work.**

#### **Sample Task: Using Technology to Collect Career Cluster Information**

Students will be assigned to groups based upon similar career cluster interest. Each group will be responsible for collecting the following data through use of technology and other means:

1. Current workplace trends within the cluster
2. Educational requirements for entry into positions
3. Job descriptions and requirements of the job
4. Salary range for a variety of positions within the cluster
5. Discussion of the connection between present courses, high school course selection, and their application to employment readiness.

After collecting the data, the students will use technology to construct a visual graphic organizer displaying the variety of career options within the career cluster.

#### **Integration**

English/Language Arts: 1.01, 2.13

Social Studies: 4.03

Science: LS 4.4, ES 1.5, 2.4

Math: 2.4

Health: PHRF SD.1; ESMH SD.1; SUAF SD.1

Physical Education: 3.2, 3.8, 3.9, 3.13, 4.1, 4.12, 4.12, 5.1, 5.4, 5.7

## **Grade Level 9-12**

### **Career Development**

#### **Standard 4: Career Awareness and Employment Readiness Skills**

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

#### **9-12 Learning Expectations**

##### **The student will**

- 4.1 apply knowledge of personal abilities, work habits, skills, interests, and values to career choices.
- 4.2 access, interpret, and evaluate career information using technology and other resources.
- 4.3 make decisions, set goals, and develop plans for the future.
- 4.4 demonstrate an understanding of how personal characteristics relate to career choice.
- 4.5 demonstrate appropriate work ethics (e.g., dependability, responsibility, punctuality, honesty, integrity and a positive attitude).
- 4.7 apply employment skills (teamwork, problem-solving and organizational skills).
- 4.8 demonstrate balance between work time and enjoy leisure time.
- 4.9 demonstrate respect for diversity in the workplace.
- 4.10 apply job readiness skills (e.g., writing letters of application, preparing resumes, and interviewing).

#### **9-12 Performance Indicators**

##### **At Level 1, the student will be able to**

- exhibit organizational and time management skills.
- utilize technology for educational and career planning.
- review the six-year academic plan.

##### **At Level 2, the student will be able to**

- apply the results of various career assessment instruments and experiences in making career plans.
- apply time management skills when completing major projects.
- recognize work ethics expected by employers.
- use technology and other sources to locate college, financial aid, and job information.
- explain post-secondary goals as related to the six-year academic plan.
- prepare a resume and letter of application and participate in mock job interviews.
- apply respect for diversity in the workplace.

##### **At Level 3, the student will be able to**

- apply time and task management skills in an academic and a work-based experience.
- exhibit appropriate behaviors in a work-based experience.
- identify possible career choices using information gained through technology.

## **Grade Level 9-12**

### **Career Development**

#### **Standard 4: Career Awareness and Employment Readiness Skills (continued)**

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions

#### **Sample Task: Interest Inventory**

The purpose of this activity is to assist students in identifying areas of interest and relating them to a variety of career opportunities.

1. Students will complete an interest inventory.
2. Use the data from the interest inventory to identify three areas of career interest.
3. Use technology or other resources to research education and training, skills required, high school courses needed, salary, and employment trends based on career interests.
4. The student will write an essay on the career that matches their interests and aptitudes.

#### **Integration:**

English II: 1.01, 1.03, 1.15, 2.01, 2.15, 3.01, 3.07

U.S. History: ERA 6- 6.1

Wellness: 1.2, 2.1, 7.7

# **Grade Level 9-12**

## **Career Development**

### **Standard 5: Career Information and Career Goals**

Students will employ strategies to achieve future career success and satisfaction.

#### **9-12 Learning Expectations**

##### **The student will**

- 5.1 utilize school and community resources to gain information related to career clusters.
- 5.2 identify skills that are transferable from one occupation to another.
- 5.3 apply technology and other research skills to locate information about job and post-secondary education.
- 5.4 demonstrate how societal changes influence employment trends and future training.
- 5.5 assess and modify educational plans to support career goals.
- 5.6 evaluate and update career-planning portfolio.
- 5.7 apply academic and employment readiness skills through work-based learning (e.g. interning, mentoring, and shadowing).

#### **9-12 Performance Indicators**

##### **At Level 1, the student will be able to**

- use personal and career knowledge to determine future plans.
- finalize career portfolio.
- research resources for post-secondary funding.

##### **At Level 2, the student will be able to**

- make specific job and/or college decisions based on knowledge of personal interests and abilities.
- use technology to access Tennessee and national labor market trends related to career goals.
- update career portfolio to support future goals.

##### **At Level 3, the student will be able to**

- participate in work-based experiences to evaluate career goals.
- validate and/or modify career goals from work-based learning.

#### **Sample Task: Resume Preparation**

To acquire the skills needed for resume writing:

1. Discuss the purpose of a resume and its various uses.
2. Explore resume formats.
3. Select a resume format and gather data based on the format.
4. Seek permission from persons listed as references, if included.
5. Construct, edit and type the resume.
6. Submit resume in presentation form.
7. Add resume to career portfolio.

#### **Integration:**

English II: 1.08, 1.10, 1.11, 2.04, 2.07, 2.09, 2.12, 3.01, 3.05

Wellness: 1.2

## **Grade Level 9-12**

### **Career Development**

#### **Standard 6: Knowledge and Skills to Achieve Career Goals**

Students will understand the relationship between personal qualities, education and training, and the world of work.

#### **9-12 Learning Expectations**

##### **The student will**

- 6.1 evaluate how interests, abilities and achievement relate to attaining personal, social, academic and career goals.
- 6.1 apply team-building skills for task completion.
- 6.2 apply conflict management skills in interpersonal relationships.
- 6.3 employ academic and job readiness skills to select post-secondary career options.
- 6.4 identify academic strengths and relate to career achievement.
- 6.5 use technology and other resources for the acquisition of new knowledge and skills.
- 6.6 examine the seven career clusters and select post-secondary options.
- 6.7 explore the changing workplace and its requirements for flexibility and lifelong learning.
- 6.8 compare the effect of work on lifestyles.

#### **9-12 Performance Indicators**

##### **At Level 1, the student will be able to**

- apply listening and team-building skills for task completion.
- relate interests, abilities, and achievement to personal, social, educational, and career goals.
- describe the effect of the changing workplace on future learning.

##### **At Level 2, the student will be able to**

- use listening, team building, and conflict resolution skills in groups.
- utilize technology and other resources to assess personal skills, interests, and abilities and prepare for post-secondary options, including tech prep programs.
- relate knowledge of changing workplace trends to post-secondary career options and the need for lifelong learning.
- understand the benefits of preparing multiple post-secondary career options.
- complete all high school course requirements.

##### **at Level 3, the student will be able to**

- complete high school courses that earn college credit.
- explore the educational enrichment options of enrolling in a college course while in high school.
- assess how leadership skills apply to school, community, and the world of work.



## **Grade Level 9-12**

### **Career Development**

#### **Standard 4: Career Awareness and Employment Readiness Skills (continued)**

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions

#### **Sample Task: Careers in the Community**

1. Define and discuss personal qualities unique to each individual.
2. Have students brainstorm occupations within their own community and the personal qualities needed for that occupation.
3. Invite a community worker to share personal qualities, education, job description, and relationship of their job to other workers in the community.
4. Allow time for questions
5. Discuss the importance and worth of all jobs.
6. Illustrate any aspect of the community worker and the personal qualities the student possesses that might relate to that occupation.

#### **Integration:**

English II: 1.01, 3.07

U.S. History: ERA 6: 3.1, 5.1; ERA 10: 1.1,6.1

## **Grade Level K-2**

### **Personal and Social Development**

#### **Standard 7: Self Knowledge and Interpersonal Skills**

Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

#### **K-2 Learning Expectations**

##### **The student will**

- 7.1 demonstrate a positive attitude toward self as a unique person.
- 7.2 identify and express feelings.
- 7.3 distinguish between appropriate and inappropriate behaviors.
- 7.4 develop appropriate communication skills.
- 7.5 develop healthy friendships.
- 7.6 describe responsibilities in the family, school and community.
- 7.7 describe individual differences.

#### **K-2 Performance Indicators**

##### **At Level 1, the student will be able to**

- describe some physical and personal traits.
- illustrate activities one can do well.
- recognize the vocabulary associated with feelings.
- identify persons important to them.
- care for personal possessions.
- state likenesses and differences between themselves and others.

##### **At level 2, the student will be able to**

- display positive, respectful attitudes toward self and others.
- recognize likenesses and differences in self and others.
- describe feelings they have in various situations.
- share examples of growth and change.
- demonstrate cooperation during group time as well as one-on-one with peers and staff.
- demonstrate ways to make and keep friends.
- use behaviors which demonstrate respect for the feelings, property and interests of others.
- exhibit cooperation and sharing.
- learn to follow rules, directions and complete tasks.

##### **at Level 3, the student will be able to**

- demonstrate the ability to respect boundaries and personal privacy.
- recognize talents in self and others.
- explore character traits important in building friendships.

#### **Sample Task: Rules Rights, Responsibility**

Discuss with students the connection between rules, personal rights and individual responsibilities.

#### **Integration**

English/Language Arts: 2.01, 2.02, 3.01, 3.02, 3.03, 3.04

Social Studies: 1.01, 1.02, 1.03, 4.03, 6.01, 6.02

Science: LS 4.2, 4.3, 5.1, 6.0

Math: 2.1

Health: ESMH-SD.1, 4; ECH- SD.1; FLS- SD.1, 2 ,3

Physical Education: 2.4, 3.3, 3.4, 3.5, 3.6, 4.5, 5.1, 5.5

## **Grade Level K-2**

### **Personal and Social Development**

#### **Standard 8: Self Knowledge Applications**

Students will make decisions, set goals, and take necessary action to achieve goals.

#### **K-2 Learning Expectations**

**The student will**

- 8.1 describe the steps in a planning, decision making and goal setting process.
- 8.2 identify possible consequences of decisions and choices.
- 8.3 identify a goal and an action plan.

#### **K-2 Performance Indicators**

**At Level 1, the student will be able to**

- develop plans for specific activities.
- describe decisions one may make.

**At Level 2, the student will be able to**

- discuss consequences of choices.
- discuss how behavioral choices affect the actions of others.
- identify ways to contribute to class-room goals.
- state personal goals.

**At Level 3, the student will be able to**

- state a decision making model.
- recognize personal qualities needed to achieve goals.

#### **Sample Task: Decision Making**

Lead a classroom discussion about daily decisions (e.g. clothing, food, recreation).

Discuss plans for the following day's activities and upcoming events for the week, month or school year.

Generate examples of actions needed in order to achieve the desired outcomes for these events.

#### **Integration**

English/Language Arts: 2.02

Health: ESMH-SD.4

Physical Education: 3.1, 3.2

## **Grade Level K-2**

### **Personal and Social Development**

#### **Standard 9: Acquire Personal Safety Skills**

Students will understand safety and survival skills.

#### **K-2 Learning Expectations**

**The student will**

- 9.1 practice appropriate coping skills.
- 9.2 identify community helpers.
- 9.3 identify safe and healthy choices.
- 9.4 identify threats to personal safety.

#### **K-2 Performance Indicators**

**At Level 1, the student will be able to**

- discuss safety rules and laws.
- recite emergency contact information.
- recognize differences between appropriate and inappropriate physical contact.
- name helpers in the school and community.

**At Level 2, the student will be able to**

- demonstrate the ability to respect boundaries, rights, and personal privacy.
- identify resources in the home, school, community.
- know when, where, and how to seek help.
- discuss how rules and laws keep us safe.
- demonstrate the differences in appropriate and inappropriate methods of expressing anger.
- recognize situations that should be reported to trusted adults.
- discuss substances that can be hazardous.

**At Level 3, the student will be able to**

- express the ability to say no to peer pressure.
- recognize outward indicators of emotion.
- describe bullying and teasing.
- discuss consequences of both healthy and harmful choices.

#### **Sample Task:**

Discuss and role-play effective and appropriate ways to respond to “put-downs, compliments, and kind responses.” Discuss alternative approaches to resolving conflict non-violently. Read “The Meanest Thing” by Bill Cosby or “Let’s Talk About Teasing” by Joy Berry and discuss the book with the class.

#### **Integration**

English/Language Arts: 1.12, 2.02, 2.09

Social Studies: 3.02, 4.03, 4.04, 6.01, 6.02

Science: LS 2.4

Math: 5.0

Health: ESMH-SD.1, 3; FLS-SD 3; SUA-SD.2; DP-SD.1; PHRF-SD.1; PSFA-SD.3

Physical Education: 3.6

## **Grade Level 3-5**

### **Personal and Social Development**

#### **Standard 7: Self Knowledge and Interpersonal Skills**

Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others

#### **3-5 Learning Expectations**

##### **The student will**

- 7.1 demonstrate a positive attitude toward self as a worthy person.
- 7.2 identify and express feelings in an appropriate manner.
- 7.3 monitor behavior and demonstrate self-control.
- 7.4 recognize change as a part of growth.
- 7.5 demonstrate appropriate communication skills.
- 7.6 recognize meaningful relationships.
- 7.7 demonstrate an appreciation for individual and cultural differences.

#### **3-5 Performance Indicators**

##### **At Level 1, the student will be able to**

- list things he/she like to do and do well.
- list characteristics about self.
- demonstrate the reciprocal nature of speaking and listening.
- describe cooperation.

##### **At Level 2, the student will be able to**

- exhibit respect when interacting with others.
- articulate positive ways to respond to negative comments and feelings.
- identify feelings associated with significant experiences.
- demonstrate ability to share and work cooperatively on group tasks.
- demonstrate effective verbal and nonverbal communication.

##### **At Level 3, the student will be able to**

- describe changes that occur in the physical, emotional, and social development over time.
- prioritize interests and responsibilities.
- explore differences in cultures.
- analyze how teams utilize each member's talents.

#### **Sample Task: Coat of Arms**

The student will draw a personal coat of arms. Divide the shield into different sections and draw or write things that are important to the student. (e.g. books, hobbies, favorite school subject, sports, friends, games, family).

#### **Integration**

English/Language Arts: 1.01, 1.14, 2.02, 2.11, 3.01, 3.04

Social Studies: 1.01, 1.02, 1.03, 1.04, 2.05, 4.03, 6.01, 6.02

Science: LS44.1, 5.1

Math: 2.1

Health: ESMH-SD.1

Physical Education: 1.13, 2.2, 3.3, 3.4, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 4.1, 4.3, 4.5, 4.7, 5.1, 5.2, 5.4, 5.5, 5.7

## **Grade Level 3-5**

### **Personal/Social Development**

#### **Standard 8: Self-Knowledge Applications**

Students will make decisions, set goals, and take necessary action to achieve goals.

#### **3-5 Learning Expectations**

##### **The student will**

- 8.1 use a decision making and problem solving model.
- 8.2 recognize the connection between ones choices and consequences.
- 8.3 create long- and short-term goals.
- 8.4 develop and implement a plan for an individual goal.

#### **3-5 Performance Indicators**

##### **At Level 1, the student will be able to**

- identify the benefits of setting personal goals.
- develop an action plan to solve a problem.
- describe the relationship between choices and consequences.

##### **At Level 2, the student will be able to**

- demonstrate a decision-making model.
- define a problem and create a plan to reach a solution.
- identify short- and long-term goals.

##### **At Level 3, the student will be able to**

- discuss how preferences and abilities can affect life goals.
- relate goals to social, personal, academic, and career areas.

#### **Sample Task: Goal Setting**

Identify a common, age-appropriate goal and determine steps to meet the goal. Analyze the goal using three the criteria of (1) being affordable, (2) achievable, and (3) attractive to determine probability of success in meeting the goal.

#### **Integration**

Math: 5.1, 5.3

Health: ESMH-SD.4

Physical Education: 1.4, 2.2, 3.1, 3.2, 3.5, 4.1, 4.7, 5.3

## **Grade Level 3-5**

### **Personal and Social Development**

#### **Standard 9: Acquire Personal Safety Skills**

Students will understand safety and survival skills.

#### **3-5 Learning Expectations**

**The student will**

- 9.1 choose coping skills to manage stress.
- 9.2 identify resource people in the school and community and know how and when to seek help.
- 9.3 develop problem-solving and decision-making skills to make safe and healthy choices.
- 9.4 recognize threats to personal safety.

#### **3-5 Performance Indicators**

**At Level 1, the student will be able to**

- utilize effective ways to deal with a wide variety of feelings.
- describe how gathering information helps to ensure safer choices.
- state ways to obtain help in emergency situations.
- explain how following rules ensures safety of self and others.

**At Level 2, the student will be able to**

- recognize signs of stress and state techniques for stress relief.
- differentiate between situations requiring peer support and adult help.
- explain how conflict resolution skills help to ensure the safety of self and others.
- recognize the emotional and physical effects of substance use.
- demonstrate effective ways of dealing with peer pressure.
- state the ways in which school and community resource personnel assist students.
- describe consequences of bullying and harassment.
- recognize physical and sexual abuse.
- use self-protection skills to maximize personal safety.
- respect personal boundaries, rights, and privacy.
- identify refusal skills.

**At Level 3, the student will be able to**

- explore appropriate skills for dealing with stressful situations.
- identify threats to personal safety as well as the safety of the school community.

#### **Sample Task: Resources**

Identify school personnel who may serve as a resource when students need help. Brainstorm situations requiring help and match the situation to the appropriate people to provide assistance.

#### **Integration:**

English/Language Arts: 1/01, 1/09, 2.02, 2.09

Social Studies: 1.04, 3.02, 4.03, 4.04, 5.07, 5.08, 6.01, 6.02,

Science: LS 4.1

Math: 5.1

Health: ESMH-SD.1 ,2, 4; FLS-SD.2, 3; PSFA-SD.1, 2, 3; SUA-SD.1, 2; ECH-SD.1, 2;

PHRF-SD.1, 2, 3; N-SD.1

Physical Education: 1.11, 1.13, 2.2, 2.5, 3.3, 4.1, 4.4, 4.7, 5.2, 5.4

## **Grade Level 6-8**

### **Personal and Social Development**

#### **Standard 7: Self Knowledge and Interpersonal Skills**

Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others

#### **6-8 Learning Expectations**

##### **The student will**

- 7.1 discover personal interests, abilities, and skills.
- 7.2 identify and express feelings in an appropriate manner.
- 7.3 examine behavior and exhibit self-control.
- 7.4 explore change as a part of growth.
- 7.5 develop effective communication skills.
- 7.6 establish meaningful relationships.
- 7.7 recognize and respect differences in various family configurations.
- 7.8 recognize, respect, and appreciate individual and cultural diversity .

#### **6-8 Performance Indicators**

##### **At Level 1, the student will be able to**

- identify interests, likes, dislikes, and personal traits.
- correctly interpret non-verbal expressions of feelings.
- use effective listening skills.
- identify positive and negative peer pressure.
- demonstrate appropriate methods of communicating feelings.

##### **At Level 2, the student will be able to**

- deal with relationships in a positive, respectful manner.
- examine appropriate ways to deal with conflicts, pressures, and emotions.
- describe situations in which one's actions and behaviors affect others.
- recognize the physical and emotional impact of change and transition.
- value individual differences in self and others.
- discuss techniques used to mediate or resolve problems.
- explore methods families use to work cooperatively.
- design and follow classroom and school rules.
- demonstrate effective strategies for coping with family and school changes.
- discuss the importance's of valuing gender differences.
- respond appropriately to pressure from peers and others.
- Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others

##### **At Level 3, the student will be able to**

- analyze how abilities develop over time.
- appreciate the perspective of others.
- analyze the differences in healthy and harmful friendships.



## **Grade Level 3-5**

### **Personal and Social Development**

#### **Standard 9: Acquire Personal Safety Skills (continued)**

Students will understand safety and survival skills.

#### **Sample Task: Similarities and Differences**

Materials: Coffee filters, *several brands* of black permanent markers, rubbing alcohol, spray bottles or medicine droppers

Put students in teams. Have each team make a circle approximately the size of a quarter on their coffee filter. Make the point that each team has the same basic materials. Apply the rubbing alcohol. Have teams observe what happens. (Each brand of black marker will break down into several colors in varying amounts.) Guide the students in discussing traits that make them similar to others in the group; same grade, school, etc. and then those traits that make each person unique.

#### **Integration**

English/Language Arts: 110, 1.13, 2.02, 2.11, 3.01, 3.04

Social Studies: 1.01, 1.02, 1.03, 1.04, 3.05, 4.03, 5.01, 5.02, 6.01

Science: LS 4.1, 5.1, 6.2; ES 1.5, 2.4

Health: ESMH-SD.1; FLS-SD.1

Physical Education: 3.1, 3.2, 3.4, 3.5, 3.7, 3.8, 3.9, 3.10

## **Grade Level 6-8**

### **Personal/Social Development**

#### **Standard 8: Self Knowledge Application**

Students will make decisions, set goals, and take necessary action to achieve goals.

#### **6-8 Learning Expectations**

##### **The student will**

- 8.1 modify and apply decision-making and problem solving models for personal use.
- 8.2 set goals relative to one's interests and abilities.
- 8.3 develop a plan to achieve realistic short and long term goals.

#### **6-8 Performance Indicators**

##### **At Level 1, the student will be able to**

- practice a decision-making model.
- develop a plan of action to reach a goal.

##### **At Level 2, the student will be able to**

- practice efficient time and task management.
- solve conflicts in a non-aggressive way.
- apply knowledge of self in setting goals.
- examine the cyclical nature of setting and attaining goals.

##### **At Level 3, the student will be able to**

- demonstrate problem-solving skills for anger and stress management.

#### **Sample Task: Goal Setting:**

Develop a plan for academic success in a specific subject .Break the task into manageable parts. Set reasonable expectations (90/100 correct), identify obstacles (scheduled events, possible emergencies), identify logical rewards for reaching the goal.

#### **Integration:**

Social Studies: 6.01

Science: LS 4.2, 4.4; ES 1.5, 2.4

Math: 5.3

Health: ESMH-SD.4; FLS-SD.3

Physical Education: 1.2, 1.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8, 3.9, 3.10, 4.1, 4.2, 4.12, 5.1, 5.2, 5.11

## **Grade Level 6-8**

### **Personal and Social Development**

#### **Standard 9: Acquire Personal Safety Skills**

Students will understand safety and survival skills.

#### **6-8 Learning Expectations**

##### **The student will**

- 9.1 implement techniques for resolving conflict and reducing stress within a school setting.
- 9.2 investigate school and community resources for assistance with personal concerns.
- 9.3 apply effective problem-solving and decision-making models to make safe and healthy choices.
- 9.4 utilize skills to recognize, report, and protect against threats to personal safety.

#### **6-8 Performance Indicators**

##### **At Level 1, the student will be able to**

- list appropriate techniques for handling bullying and harassment.

##### **At Level 2, the student will be able to**

- describe ways to reduce anxiety in stressful situations.
- demonstrate techniques for managing stress, conflict, and anger.
- practice appropriate actions for ensuring the safety of self and others.
- assess personal risk factors such as weight gain, poor nutritional habits, substance use.
- recognize that use of alcohol, tobacco, and other drugs contributes to crime, accidents, suicide and physical impairment.
- distinguish types of abuse and evaluate appropriate resources for help
- practice refusal skills.

##### **At Level 3, the student will be able to**

- practice peer leadership skills by creating healthy alternatives to drug use.
- discuss the possible emotional effects of abuse.
- recognize indicators of depression and suicidal and homicidal tendencies.

#### **Sample Task:**

Identify and discuss positive methods of managing anger and role play scenarios demonstrating use of the methods.

#### **Integration**

English/Language Arts: 1.11

Social Studies: 1.03, 1.04, 1.05, 1.06, 2.03, 3.04, 4.03, 5.16, 6.01, 6.02

Science: LS 4.3

Math: 5.0

Health: ESMH-SD.1, 2, 3, 4; SUA-SD.1, 2; DP-SD.1; ECH-SD.1, 2; PSFA-SD.1, 2, 3;

FLS-SD.2, 3; N-SD.1; PHRF-SD.1, 2

## **Grade Level 9-12**

### **Personal and Social Development**

#### **Standard 7: Acquire Self Knowledge and Interpersonal Skills**

Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others

#### **9-12 Learning Expectations**

**The student will**

- 7.1 develop personal skills that lead to effective, efficient, and productive life choices.
- 7.2 recognize and respect the feelings and needs of self and others.
- 7.3 model appropriate behaviors.
- 7.4 evaluate change as a factor in growth and development.
- 7.5 demonstrate effective communication skills.
- 7.6 maintain meaningful relationships.
- 7.7 recognize changing roles within the family.
- 7.8 work effectively with diverse populations.

#### **9-12 Performance Indicators**

**At Level 1, the student will be able to**

- assess personal strengths and assets.
- recognize how attitudes and values affect life.
- demonstrate effective communication in a cooperative setting.
- recognize how listening skills are useful in building relationships.

**At Level 2, the student will be able to**

- value self and others with regard to individual differences.
- explain what personal assets he/she brings to a cooperative team.
- recognize the impact of change and transition in significant life events.
- recognize that everyone has rights and responsibilities.
- identify changing personal and social roles.
- identify environmental influences on one's behaviors (music, media, consumer marketing).
- distinguish between assertive and aggressive communication.
- assess the value of building and maintaining relationships.
- demonstrate and interpret nonverbal communication.
- develop strategies for initiating a discussion of teen issues within the family.

**At Level 3, the student will be able to**

- analyze behaviors that contribute to physical and mental health.
- distinguish between assertive and aggressive communication.
- assess the value of building and maintaining relationships.
- demonstrate and interpret nonverbal communication.

## **Grade Level 9-12**

### **Personal and Social Development**

#### **Standard 7: Acquire Self-Knowledge and Interpersonal Skills (continued)**

Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

#### **Sample Task: Conflict Management**

Using a simple story such as “The Zax” by Dr. Seuss, describe a situation in which a conflict arises and each party refuses to budge an inch.

- Stop reading at an appropriate place and have student predict the outcome
- Ask: “Who won?”
- Explore the long term effects on the individuals in the argument, those around them and progress in general
- Brainstorm real-life situations that are similar to the Zax. “The Zax” is included in the book The Sneetches by Dr. Seuss. New York, Random House, 1961.

#### **Integration:**

Algebra I: 2.2, 3.6, 3.8, 3.13, 4.1

English II: 1.01, 1.03, 1.15, 2.03, 2.06, 2.09, 3.03, 3.07, 3.08, 4.02, 4.08,

Biology I: 2.6

U.S. History: 1.0, 4.0, 6.0,

Wellness: 1.2, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 3.5, 3.8, 4.1, 6.1, 6.2, 6.3, 6.10, 7.7

## **Grade Level 9-12**

### **Personal and Social Development**

#### **Standard 8: Self-Knowledge Application**

Students will make decisions, set goals, and take necessary action to achieve goals.

#### **9-12 Learning Expectations**

##### **The student will**

- 8.1 evaluate alternatives, resources, and the impact of consequences in the decision making process.
- 8.2 evaluate alternative plans to achieve goals.
- 8.3 create a plan and persevere to achieve goals.

#### **9-12 Performance Indicators**

##### **At Level 1, the student will be able to**

- describe personal attributes that affect education and life goals.
- discuss the effects of education, work, and family on individual decision making.

##### **At Level 2, the student will be able to**

- utilize assessment results in setting of personal goals.
- analyze how expectations of others affects career, personal, educational decisions.
- identify legally and socially acceptable behaviors/options.
- explore key resources to assist in goal attainment.

##### **At Level 3, the student will be able to**

- appraise personal skills that contribute to physical and mental health.

#### **Sample Task: Number Connections**

Talk with students about decisions they have made. Point out that students use a decision-making process all the time, but may not realize it. Distribute steps of the process. Present situations that students might face. Divide the class into small work groups; give each group a situation. Using the decision making process, have students work through possible solutions and state possible consequences of the decision.

#### **Integration:**

English II: 1.06, 1.07, 1.08, 1.10, 2.04, 2.05, 2.07, 2.08, 2.09, 2.10, 2.11, 2.12, 3.01, 3.04, 3.05, 3.08,  
Algebra I: 1.0, 5.0  
Biology I: 2.4, 2.5, 2.6, 2.8, 4.6, 4.4, 4.8, 6.1, 6.2  
U.S. History: 1.0, 5.0  
Wellness: 1.0, 7.0

## **Grade Level 9-12**

### **Personal and Social Development**

#### **Standard 9: Acquire Personal Safety Skills**

Students will understand safety and survival skills.

#### **9-12 Learning Expectations**

**The student will**

- 9.1 analyze stress and its effects on all aspects of health and wellness.
- 9.2 utilize available resources to manage peer pressure, personal safety issues and other life stresses.
- 9.3 evaluate how choices impact health, safety, personal goals, educational opportunities, and career choices.
- 9.4 utilize skills to recognize, report, and protect against threats to personal safety.

#### **9-12 Performance Indicators**

**At Level 1, the student will be able to**

- gather information concerning current trends in safe and healthy lifestyles.
- demonstrate techniques for handling overt and subtle bullying and harassment.
- list physical, emotional, and psychological risks involved with sexual activity.

**At Level 2, the student will be able to**

- evaluate the consequences of personal decisions.
- recognize and demonstrate coping strategies for management of personal crises.
- identify skills for resisting persuasive tactics where personal safety at risk.
- explore the impact of prejudices and stereotyping on conflicts.
- recognize the importance of following recommended safety restrictions.
- recognize indicators of potential crisis and report suspicions to school or other appropriate authorities.

**At Level 3, the student will be able to**

- implement strategies to deal successfully with life transitions.
- explore situations when it is appropriate to breach confidentiality.
- establish a connection with a healthy support network.

#### **Sample Task: Conflict Resolution**

Compare conflict to a rocket representing the escalating stages of conflict.

Have the class form small work groups or work as a whole to brainstorm ways de-escalate the the violent situation and the possible consequences of each choice (e.g. avoiding, sharing, apologizing, getting help, humor, compromising, leaving).

#### **Integration**

English II: 1.01, 1.13, 1.14, 1.15, 2.01, 1.02, 2.05, 2.07, 2.08, 2.09, 2.11, 2.12, 2.13, 2.15, 3.01, 3.04, 3.05, 3.07, 4.02, 4.04, 4.05, 4.07, 4.08

Biology I: 2.2, 2.4, 2.5, 2.6, 4.5, 4.6, 4.7, 4.8

U.S. History: 1.0, 6.0

Wellness: 1.0, 7.